

International Education: Investigate China

Approximately 90 minutes will be required to complete the map and chart.

I. Content:

I want my students to understand (or be able to):

- A. Use maps to acquire and process information from a spatial perspective
- B. Use mental maps to organize information about people, places, and environments in a spatial setting,
- C. Recognize the human and physical characteristics of China.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The development and use of different types of maps and databases.
- B. Identification of physical and human features on maps to analyze place.

III. Instructional Objectives:

The student will

- A. Locate and label the physical and political features of China on a map.
- B. Practice the process of mental mapping the region.
- C. Interpret tables to complete a China/United States comparison chart of current statistics.
- D. Analyze the map and statistical data to explore and draw conclusions regarding the human and physical factors that have influenced the current conditions in China.

IV. Materials and Equipment:

Teacher: overhead projector
map transparencies: Outline Map of China - Map #1
Map of the Great Wall and Grand Canal-Map #2
lesson packet

Students: map
instructional guide
comparison chart
database
colored pencils or markers

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V. Instructional Procedures:

This lesson is designed to be integrated into the unit “Focus on South Asia, Southeast Asia and East Asia,” as an introduction to the study of China.

- A. Through the use of a wall map, locate China in the world.
- B. Encourage students to participate in a brief discussion of why Americans should know more about China. This could include the following:
 - 1. China is the most populated country in the world.
 - 2. China is an important trading partner of the United States.
 - 3. China has made many cultural contributions to the world. (paper, porcelain, magnetic compass, silk, gunpowder, etc.)
- C. Explain to the students that geography affects the culture and history of a place. To investigate a country in terms of geography, culture, history, and economics, the study begins with location.
- D. Distribute copies of the outline map of China and the student instructional guide. It is recommended that this map activity be done orally as a class with the teacher modeling the procedure on a map transparency as the students locate on their maps. Reinforce the need for exact and neat work.
- E. When the map of China has been completed, instruct the students to place it in their notebooks for further reference. Then, begin a short mental mapping practice. Without access to any maps, ask them to visualize the relative locations of the United States and China. Then proceed by asking them to visualize the relative locations of major physical and political features such as the Yangtze River, Beijing, the Himalayas, etc.

Mental Mapping: The ultimate goal of map work is to train students in mental mapping- the skill to visualize the relative location of places without the use of maps. Students should be asked routinely to practice this skill upon completion of each map activity to facilitate the organization of information about people, places, and environments in a spatial context. For example, students should have the ability to “see” in their minds that Idaho is bordered on the east by Montana and Wyoming and that Montana is north of Wyoming.

- F. Following this activity, distribute the Comparison Chart and database. The database will require additional explanation. Choose a country other than the U.S. or China and orally work through the chart for that country. After it appears the students have an understanding of the process, instruct them to complete the chart for the U.S. and China. Circulate throughout the classroom to provide assistance and a check for understanding.
- G. An extension activity is provided for further expansion of the lesson and to reinforce the geography standards.
- H. The closure for the map lesson should include a teacher-led mental mapping

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practice accompanied by several discussion questions generated from the map and comparison chart activities.

VI. Assessment/Evaluation:

Upon completion of this lesson, students should be demonstrating success in mental mapping as a tool for viewing the world in spatial terms. In a short paragraph, students should be able to explain some basic similarities and differences between the U.S. and China in terms of statistical information discovered through their work on the comparison chart.

VII. Idaho Achievement Standards:

- | | |
|---------------|---|
| 6-9.GEH.2.1.2 | Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS). |
| 6-9.GEH.2.1.3 | Use mental maps to answer geographic questions and to analyze how they reflect an individual’s attitude toward places. |
| 6-9.GEH.2.1.4 | Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. |
| 6-9.GEH.2.3.2 | Describe major physical characteristics of regions in the Eastern Hemisphere. |
| 6-9.GEH.2.3.3 | Describe major cultural characteristics of regions in the Eastern Hemisphere. |
| 6-9.GEH.2.2.3 | Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. |
| 6-9.GEH.2.2.4 | Explain how physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosion). |
| 6-9.GEH.2.5.2 | Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. |
| 6-9.GEH.2.5.3 | Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. |
| 6-9.GEH.3.2.2 | Compare the standard of living of various countries of the |

Subject: Geography and Cultures - Eastern Hemisphere

Grade Level: 7

Instructional Theme #4 of the Grade 7 Integrated Instructional Guide: “Focus on South Asia, Southeast Asia and East Asia.”

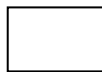
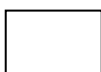
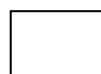
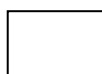
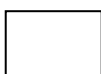
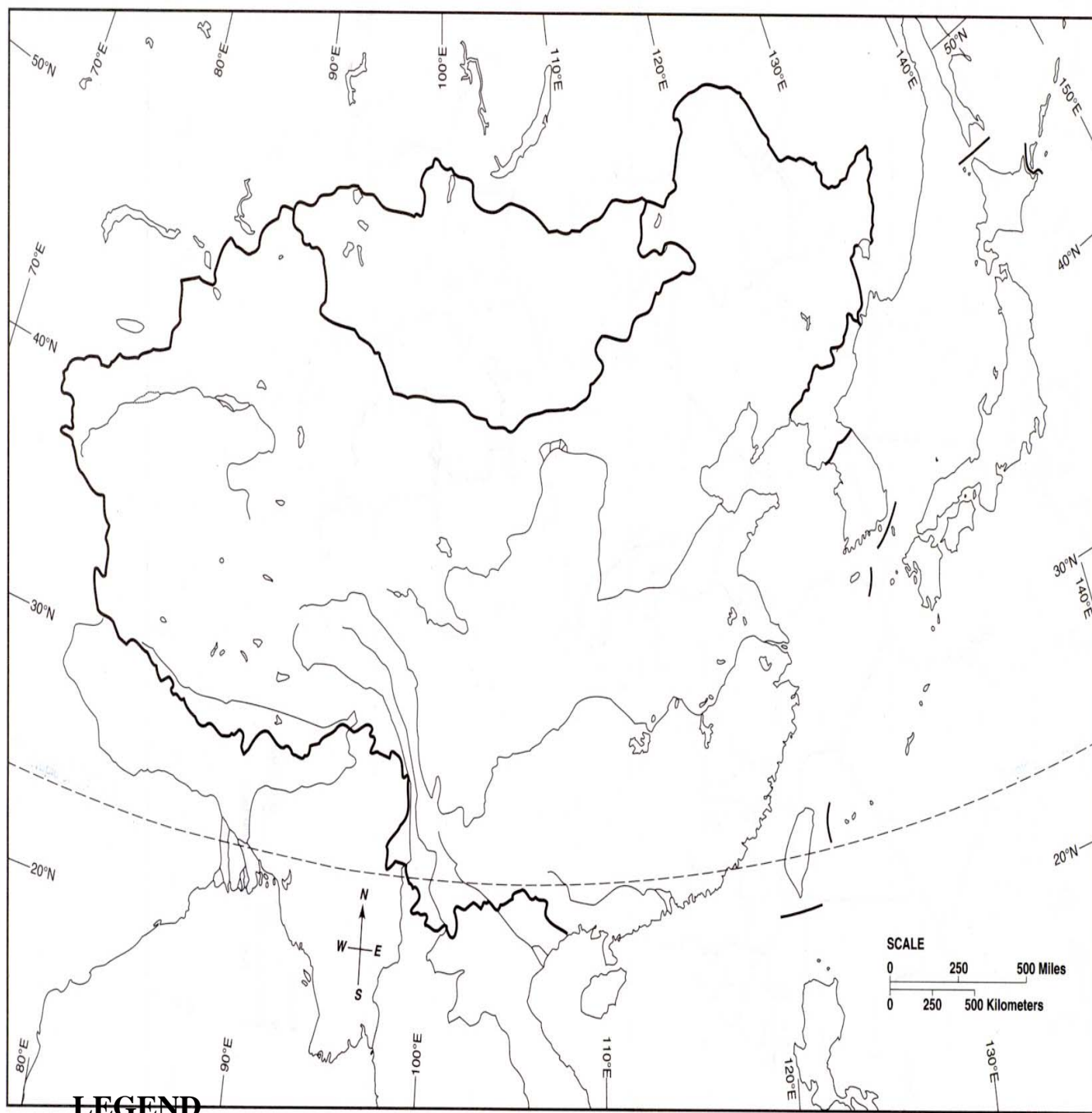
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	Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
6-9.GEH.4.5.1	Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
6-9.GEH.5.1.5	Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.

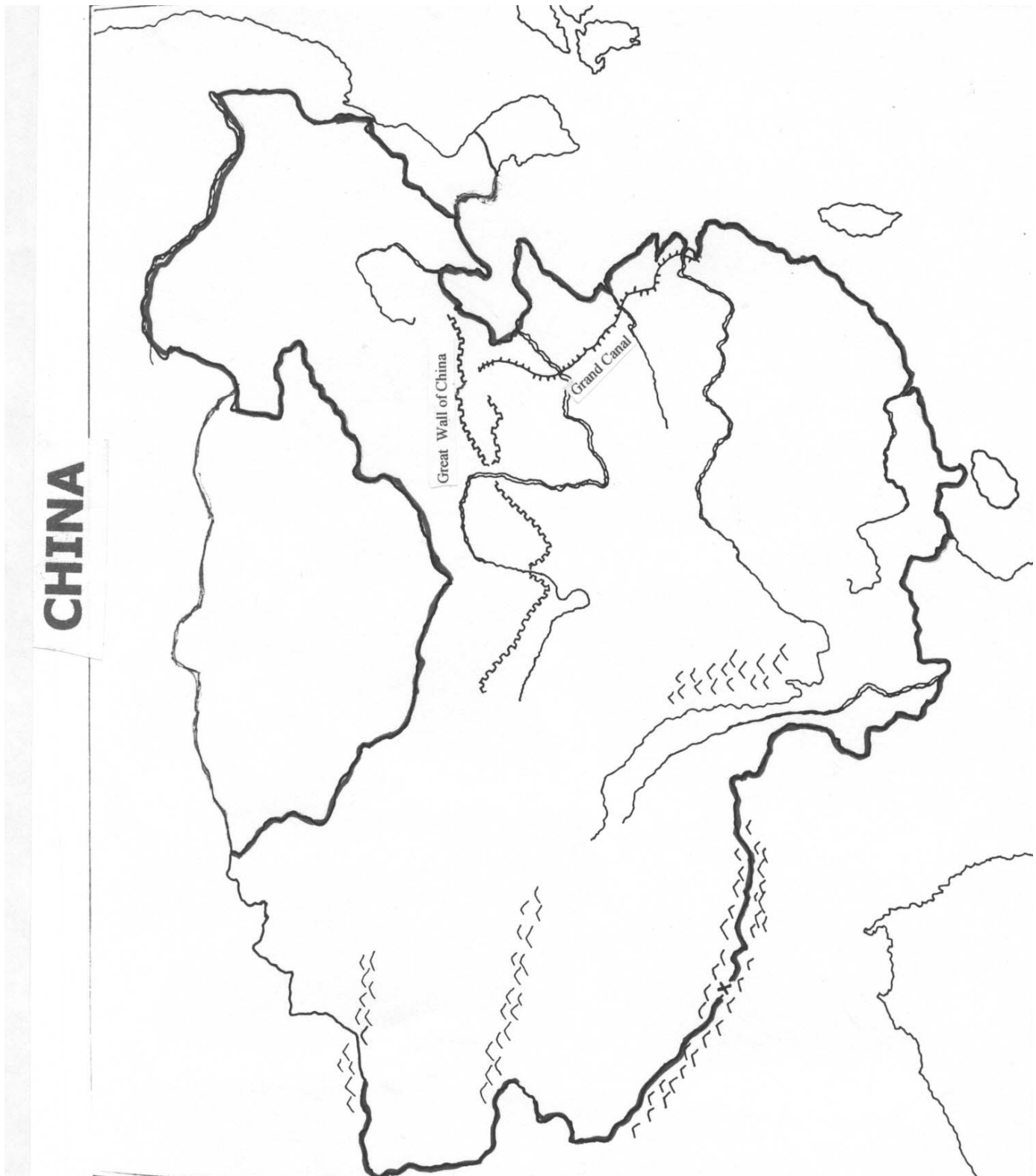
VIII. Follow-up Activities:

See extension activity.

Outline Map of China



Great Wall and Grand Canal



MAP OF CHINA

To study an area, it is necessary to be familiar with its **location**. Referring to an atlas or textbook map of China, identify, locate, and label the following physical and political features. Spell and capitalize correctly.

1. Across the top of your map write **CHINA**. Now let's write it in Chinese characters. Chinese writing is different from our form of writing. Characters or symbols are used to represent words or parts of words instead of letters that represent sounds. To read and write, it is necessary to recognize about 5000 characters. *Turn to page 188* of this instructional guide where you will see the characters that represent the name China. Practice writing this. Then, under the label **CHINA** on your map, write the character for the word China.
2. China is bordered by many countries. Using upper case letters, label these countries on your map. Most of the countries are not shown in their entirety, so place the names by the borders where they meet China. **MONGOLIA, RUSSIA, NORTH KOREA, VIETNAM, LAOS, MYANMAR, NEPAL, BHUTAN, INDIA, PAKISTAN, AFGHANISTAN, TAJIKISTAN, KYRGYZSTAN, KAZAKHSTAN**. **TAIWAN** is an island province of China; however, its inhabitants tend to view it as an independent country since it has been functioning as such since 1949.
3. The climate of an area is influenced by latitude - distance from the equator. The two tropics are the lines of latitude where the sun is directly overhead on the summer solstices (the first day of summer in the Northern or Southern Hemispheres). The Tropic of Cancer is at 23 ½° N and passes through extreme southeastern China and Taiwan. It is indicated by the broken line on your map. Label the **Tropic of Cancer** and the **degrees**.
4. Outline the coastline of China with a blue colored pencil or marker.
5. The largest of all oceans, the Pacific Ocean, contains about 46% of the earth's water. It is larger than all the land in the world put together. Label the **Pacific Ocean** on your map.
6. A sea is defined as either a smaller division of an ocean or a large saltwater body partially enclosed by land. Three major seas border China's east coast. Estimates of the size of seas often vary since water bodies lack clearly defined boundaries; however, the South China Sea is generally considered the world's largest sea covering more than one million square miles. As a tropical sea, it is subject to frequent typhoons. The Yellow Sea gets its characteristic color from the fertile yellowish-brown soil deposited by the Yellow (Huang He) River. Label the **South China Sea, East China Sea, and Yellow Sea** on your map.
7. A strait is a narrow body of water between islands or continents that connects two larger bodies of water. Label the **Taiwan Strait**. What two larger bodies of water does it connect?
8. The Huang He or Yellow River is the northernmost of China's three great rivers. All three rivers begin in the highlands and flow east. The Yellow River derives

- its name from the *loess*, yellowish-brown wind deposited soil it carries and deposits on the North China Plain. Loess is very fertile and this plain is one of the best farming areas in China. Unfortunately, the river often overflows on its way to the Yellow Sea. The damaging floods have taken thousands of lives through the centuries. The Chinese have appropriately nicknamed it “China’s Sorrow.” With a dark blue pencil or marker, trace the course of this river and label it the **Huang He (Yellow)**. *Turn to page 188* of this instructional guide and see the Chinese character representing river. Practice writing this symbol. Then, in place of the word *river* use the Chinese character for river on your map. Next, in the first box of your legend write this character and label it *river*.
9. The Yangtze is China’s longest river flowing about 3,900 miles on the way to its mouth at the East China Sea. The Chinese name of it is the Chang Jiang meaning “long river.” It’s the only river in China deep enough to handle cargo ships, and it carries most of the goods shipped on the country’s waterways. Like the Huang He, however, the Yangtze floods frequently resulting in much damage and hardship for the people. With a dark blue pencil or marker, trace the course of the **Yangtze River** and label it, again using the Chinese character in place of the word *river*.
 10. The Xi is the southernmost river in China. It empties into the South China Sea. With a dark blue pencil or marker, trace the course of the river and label it **Xi**, using the Chinese character for *river* after its name in your label.
 11. China is the oldest *continuous* civilization in the world, extending back more than 4000 years. Earlier civilizations existed in regions of Africa and Asia, but these have not survived. Chinese civilization developed in *isolation*, largely due to natural barriers. The Himalayas run along China’s southwestern border with Nepal. The name Himalaya is a Sanskrit word for “house of snow.” Using inverted **V**’s to symbolize mountains, draw in the **Himalayas** on your map and label this range.
 12. Located within the Himalayas is Mt. Everest, the world’s tallest peak. Its elevation was revised in 1999 by scientists operating Global Positioning System satellite equipment. Mt. Everest’s official elevation is 29,035 feet (about 5.5 miles high). On your map, with a black pen or marker, fill in one of the inverted **V**’s at the location of **Mt. Everest**. Label it and write its elevation next to your label.
 13. North of the Himalayas lie the **Kunlun Mountains**, the **Tian Shan Mountains**, and the **Altay (Altai) Mountains**. The Kunlun Mountains are the source (beginning) of Huang He and Yangtze Rivers. Draw in these ranges at the correct locations using inverted **V**’s. *Turn to page 188* of this instructional guide and see the Chinese character representing mountain. Practice writing this symbol. Then label these ranges using the Chinese character in place of the word *mountain*. Then write this character in the second box of your legend and beside it write *mountain*.
 14. The Plateau of Tibet, also called “the roof of the world,” is located between the Himalayas and the Kunlun Mountains. It is the highest plateau in the world averaging about 15,000 feet in elevation. The eastern edge of this plateau is home

- to wild pandas, golden monkeys, and other rare animals. Locate and label the **Plateau of Tibet** on your map.
15. Between the Tian Shan and Kunlun Mountains lies the Taklimakan Desert. High temperatures, hurricane-strength dust storms and huge sand dunes characterize this area. Taklimakan is a Turkic word that means “enter and you won’t come out.” Beneath the Taklimakan are vast reserves of oil that scientists estimate as an amount three times the oil reserves of the United States. The oil drilling never stops no matter how difficult the climate conditions are. Label the **Taklimakan Desert** on your map.
 16. The Gobi Desert, almost twice the size of Texas, is located in Northern China and southeast Mongolia. Unlike the Taklimakan, the Gobi consists of rocks and stones rather than sand. Temperatures are harsh and can range from -40° F in January to 113° F in July. (Remember that all deserts are characterized by dryness - under 10 inches of precipitation annually- but temperatures vary depending upon latitude.) Label the **Gobi Desert** on your map.
 17. The Great Wall of China is the world’s longest fortification and one of the greatest building projects ever undertaken. The first emperor of the Qin dynasty ordered it to be constructed by linking together small sections of existing wall about 220 B.C. Its purpose was to protect the northern border from invaders. Hundreds of thousands of peasants were forced to work on the wall. Estimates place the main part of the wall at more than 2000 miles in length. The wall continued to be expanded over the course of succeeding centuries. Although the Great Wall protected China from minor attacks, it was largely ineffective against major invasions. Referring to the teacher’s map transparency, draw in the Great Wall of China on your map as accurately as possible, using a red pencil or marker. In the third box of your legend, place a red mark and beside it write **The Great Wall of China**.
 18. The Grand Canal is the world’s longest artificially constructed waterway, begun as long ago as 600-300 B.C. Expansion was continued by succeeding dynasties until the Mongol rulers completed it in the 1200’s. The canal, more than 1000 miles long, is still in use and links the cities of Beijing and Hangzhou. Referring to the teacher’s map transparency, draw in the Grand Canal as accurately as possible using a green pencil or marker. In the fourth box of your legend, place a green mark and beside it write the **Grand Canal**.
 19. China is the most highly populated country in the world with about 1.3 billion people. One out of every five persons in the world is Chinese. The population is not distributed evenly throughout the country. The west with its deserts and mountains is *sparsely* populated. The east, however, has a *high population density*. This is where most major cities are located. Over 30 Chinese cities have populations exceeding one million.

China’s capital is Beijing, the largest city in northern China. Located in the center of Beijing is a complex of palaces known as the Forbidden City which was once home to twenty-four emperors. For centuries ordinary people were not allowed to enter. It is now a museum and open to the public. The absolute location of

- Beijing is 40° N, 116° E. Place a star or asterisk at the exact location and label **Beijing**. In the last box in your legend, place the star or asterisk and label it **national capital**. Beijing has been chosen as the site of the 2008 Summer Olympics.
20. With a population of over 12 million, Shanghai is China's largest city, leading industrial city, and major seaport. Located near the mouth of the Yangtze River, its absolute location is 31° N, 121° E. Place a dot at the exact location and label **Shanghai**.
 21. Chongqing, one of the few large cities in the interior, is located upstream on the Yangtze River. Its absolute location is 30° N, 107° E. Place a dot at the exact location and label **Chongqing**.
 22. Located at the mouth of the Xi River is Guangzhou, another of China's major industrial cities. Its absolute location is 23° N, 113° E. Place a dot at the exact location and label **Guangzhou**.
 23. Hong Kong is a former British colony with a population of 6.5 million. The control of Hong Kong was transferred to China July 1, 1997, after being under British rule since 1842. It is a center for banking and international trade, a major seaport, and a popular tourist destination. The absolute location of Hong Kong is 22° N, 114° E. Place a dot at the exact location and label **Hong Kong**.
 24. Locate Xian at 34° N, 109° E. This city has become a major tourist attraction because of the spectacular archaeological find nearby. In March 1974, farmers digging a well in the remote countryside unearthed a head made of terra cotta (clay). After notifying authorities, excavation immediately began. A life-size army of over 9000 soldiers, along with horses and chariots was uncovered. No two faces are alike! For over 2000 years, these clay warriors have been guarding the tomb of the first emperor. Place a dot at the exact location and label **Xian**.

CHINESE CHARACTERS

China (nation):

中国

river:

河

mountain:

山

DATABASE

Junior Scholastic. October 13, 2003, Scholastic Inc.: Jefferson City, MO

COUNTRY	AREA (SQ MI)	URBAN POP. %	CAPITAL	MAJOR LANGUAGES	FORM OF GOVERNMENT & HEAD	DATE OF ORIGIN	LITERACY RATE (%)	PER CAPITA GDP
	POPULATION	POP. RISE %/YEAR				% OF POP. UNDER 15	LIFE EXPECTANCY	HDI
Guatemala	42,042	39	Guatemala City	Spanish, Amerindian dialects	Presidential-legislative democracy; President Alfonso Portillo Cabrera	1821	78/63	\$3,700
	12,400,000	2.6				42	63/69	0.652
Haiti	10,714	36	Port-au-Prince	Creole, French	Dominant party; President Jean-Bertrand Aristide	1804	55/51	\$1,700
	7,500,000	1.8				40	50/52	0.467
Honduras	43,278	46	Tegucigalpa	Spanish, Amerindian dialects	Presidential-legislative democracy; President Ricardo Maduro	1821	76/76	\$2,600
	6,900,000	2.9				42	67/74	0.667
Jamaica	4,243	52	Kingston	English, Creole	Parliamentary democracy; Prime Minister Percival James Patterson	1962	84/92	\$3,900
	2,600,000	1.5				31	73/77	0.757
Mexico	756,062	75	Mexico City	Spanish, Mayan, other indigenous languages	Presidential-legislative democracy; President Vicente Fox	1810	94/91	\$9,000
	104,900,000	2.4				33	73/78	0.800
Nicaragua	50,193	57	Managua	Spanish, English, Amerindian dialects	Presidential-legislative democracy; President Enrique Bolaños	1821	67/68	\$2,500
	5,500,000	2.7				42	66/71	0.643
Panama	29,158	62	Panama City	Spanish, English	Presidential-legislative democracy; President Mireya Moscoso	1903	93/92	\$6,000
	3,000,000	1.8				32	72/77	0.788
Saint Kitts and Nevis	139	43	Basseterre	English	Parliamentary democracy; Prime Minister Denzil Douglas	1983	97/98	\$8,800
	50,000	1.2				31	68/74	0.808
Saint Lucia	239	30	Castries	English, French patois	Parliamentary democracy; Prime Minister Kenny Anthony	1979	65/69	\$5,400
	200,000	1.1				31	70/74	0.775
Saint Vincent and the Grenadines	151	44	Kingstown	English, French patois	Parliamentary democracy; Prime Minister Ralph Gonsalves	1979	96/96	\$2,900
	100,000	1.1				37	71/74	0.755
Trinidad and Tobago	1,981	72	Port-of-Spain	English, Hindi, French, Spanish	Parliamentary democracy; Prime Minister Patrick Manning	1962	99/98	\$9,500
	1,300,000	0.6				25	68/73	0.802
United States	3,717,796	79	Washington, D.C.	English, Spanish, others	Presidential-legislative democracy; President George W. Bush	1776	97/97	\$37,600
	291,500,000	0.6				21	74/80	0.937

ASIA

COUNTRY	AREA (SQ MI)	URBAN POP. %	CAPITAL	MAJOR LANGUAGES	FORM OF GOVERNMENT & HEAD	DATE OF ORIGIN % OF POP UNDER 15	LITERACY RATE (%) LIFE EXPECTANCY	PER CAPITA GDP HDI
Afghanistan	251,772	22	Kabul	Pashtu, Afghan Persian, Turkic, others	Transitional; President Hamid Karzai	1919	51/21	\$700
	28,700,000	2.4				43	47/45	NA
Armenia	11,506	64	Yerevan	Armenian, Russian, others	Presidential-parliamentary democracy; President Robert Kocharyan	1918	99/98	\$3,800
	3,200,000	0.6				24	70/74	0.729
Azerbaijan	33,436	51	Baku	Azeri, Russian, Armenian, others	Presidential (Dominant party); President Heydar Aliyev	1991	99/96	\$3,500
	8,200,000	0.8				29	69/75	0.744
Bahrain	266	87	Manama	Arabic, English, Farsi, Urdu	Monarchy; Emir Hamad bin 'Isa Al Khalifah	1971	92/85	\$14,000
	700,000	1.8				28	73/75	0.839
Bangladesh	55,598	23	Dhaka	Bengali, English	Parliamentary democracy (transitional); Prime Minister Khaleda Zia	1971	54/32	\$1,700
	146,700,000	2.2				40	59/59	0.502
Bhutan	18,147	16	Thimphu	Dzongkha, Tibetan, and Nepalese dialects	Monarchy; King Jigme Singye Wangchuck	1949	56/28	\$1,300
	900,000	2.5				39	66/66	0.511
Brunei	2,228	67	Bandar Seri Begawan	Malay, English, Chinese	Monarchy; Sultan and Prime Minister Sir Muda Hassanah Bolkiah Mu'izzadin Waddaulah	1984	95/89	\$18,600
	400,000	1.9				31	74/79	0.872
Cambodia	69,900	16	Phnom Penh	Khmer, French	Dominant party; Prime Minister Hun Sen	1949	81/60	\$1,500
	12,600,000	1.8				43	54/58	0.556
China	3,696,100	39	Beijing	Mandarin, other Chinese dialects, other languages	Communist one-party state; President Hu Jintao	1912	93/79	\$4,400
	1,288,700,000	0.6				22	69/73	0.721
Cyprus	3,571	66	Nicosia	Greek, Turkish, English	Presidential-parliamentary democracy; President Tassos Papadopoulos	1960	99/96	\$15,000 GREEK ³ \$6,000 TURKISH
	900,000	0.6				22	75/80	0.891
East Timor	5,741	8	Dili	Tetun, Portuguese, Indonesian, English	Presidential-parliamentary democracy (transitional); President Xanana Gusmão	2002	48	\$500
	800,000	1.3				44	48/49	NA
Georgia	26,911	58	Tbilisi	Georgian, Russian, Armenian, Azeri Ossetian, others	Presidential-parliamentary democracy; President Eduard Shevardnadze	1991	99/98	\$3,100
	4,700,000	-0.0				20	75/80	0.746
India	1,269,340	28	New Delhi	Hindu, English, many others	Parliamentary democracy; Prime Minister Atal Bihari Vajpayee	1947	70/48	\$2,540
	1,068,600,000	1.7				36	62/64	0.590
Indonesia	735,355	40	Jakarta	Bahasa Indonesian, English, Dutch, others	Parliamentary democracy; President Megawati Sukarnoputri	1945	93/84	\$3,100
	220,500,000	1.6				31	66/70	0.682
Iran	630,575	66	Tehran	Farsi, Turkic, Kurdish, Luri, others	Presidential-parliamentary under Islamic religious control; President Mohammad Khatami	1502	86/73	\$7,000
	66,600,000	1.2				33	68/70	0.719
Iraq	169,236	68	Baghdad	Arabic, Kurdish, Assyrian, Armenian	Transitional Interim Governing Council	1932	56/24	\$2,400
	24,200,000	2.5				47	56/59	NA
Israel ⁴	8,131	91	Jerusalem	Hebrew, Arabic, English	Presidential-parliamentary democracy; Prime Minister Ariel Sharon	1948	97/94	\$19,000
	6,700,000	1.5				28	77/81	0.905
Japan	145,869	78	Tokyo	Japanese	Parliamentary democracy; Prime Minister Junichiro Koizumi	660 B.C.	99	\$28,000
	127,500,000	0.1				14	78/85	0.932
Jordan	34,444	79	Amman	Arabic, English	Constitutional monarchy; King Abdullah II	1946	96/86	\$4,300
	5,500,000	2.4				40	69/71	0.743
Kazakhstan	1,049,151	56	Astana	Kazakh, Russian, Ukrainian, others	Dominant party; President Nursultan Nazarbayev	1991	99/98	\$6,300
	14,800,000	0.5				29	58/71	0.765
Korea, North	46,541	59	Pyongyang	Korean	Communist one-party state; General Secretary Kim Jong Il	1945	99/99	\$1,000
	22,700,000	0.6				27	61/66	NA
Korea, South	38,324	79	Seoul	Korean, English	Presidential-parliamentary democracy; President Rah Moo Hyun	1945	99/97	\$19,400
	47,900,000	0.7				21	72/80	0.879

COMPARISON CHART: CHINA AND THE UNITED STATES

Using current data provided by your teacher, the Internet, an almanac, etc., complete the following chart. Notice areas of similarities and differences as you progress.

UNITED STATES

CHINA

Official name

Area (sq. mi.)

Population

Capital

Major languages

Form of government

Current leader

Literacy rate (%)

Life expectancy

Per capita GDP

Currency

***Literacy rate:** the percentage of people who can read and write.

Per capita GDP: the value of all goods and services produced within a country in one year (its gross domestic product), divided by its population. It is one way to gauge a nation's wealth.

Life expectancy: the age to which a newborn can expect to live. Improvements in medicine have helped people live longer.

Currency: the money used in any country

EXTENSION ACTIVITY

The Yangtze, the longest river in Asia and the third-longest river in the world, provides a highway for transporting goods and people across China. Along its course to the East China Sea, it flows through some of China's most fertile farmland, beautiful scenery, and archaeological rich sites.

In 1994, the Chinese government began construction of the Three Gorges Dam. Scheduled for completion in 2009, this will be the largest dam in the world. The dam will reduce the risk of devastating floods and create much needed hydroelectric power. Although the benefits appear obvious, this is a controversial project.

Research this issue further to determine the advantages and drawbacks of the Three Gorges Dam construction. Then be prepared to state whether you feel the project will have a more positive or negative impact on the Chinese people. Support your opinion through use of facts.

(This assignment could be in the form of an in-class debate, panel discussion, or opinion paper.)

Idaho Achievement Standards

- | | |
|---------------|--|
| 6-9.GEH.1.8.6 | Examine multiple points of view by analyzing a current event relating to Africa or Asia. |
| 6-9.GEH.2.3.2 | Describe major physical characteristics of regions in the Eastern Hemisphere. |
| 6-9.GEH.2.3.3 | Compare major cultural characteristics of regions in the Eastern Hemisphere. |
| 6-9.GEH.2.5.2 | Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. |
| 6-9.GEH.2.5.3 | Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. |
| 6-9.GEH.5.1.6 | Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations. |